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ABSTRACT

Designed to make a visit to Washington, D.C. a successful learning experience for students by helping them understand the evolution of the city into what it is today, this teacher's guide presents themes and activities to accommodate many teaching and learning styles. Three sections of activities explore how the built environment symbolizes important values and how people interact with the built environment: (1) activities to do before a visit to Washington, DC; (2) activities to complete both at the National Building Museum exhibit and in the city; and (3) activities to use after a visit to Washington, D.C. Even teachers unable to visit Washington, D.C. can utilize the themes and activities and adjust them for use in the students' hometown. Some of the underlying themes include the built environment, democratic ideals, cities, conflict, compromise, and change. A matrix summarizes the activities in the guide and indicates the general skills required of each activity. A resource section provides an outline of the exhibit on the symbol and city of Washington, D.C. at the National Building Museum, a glossary of 32 architecture terms, and a list of 9 books and 4 videos for further study. (Author/CK)

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NATIONAL BUILDING MUSEUM

Washington: Symbol and City

AN EDUCATOR'S GUIDE TO THE EXHIBIT

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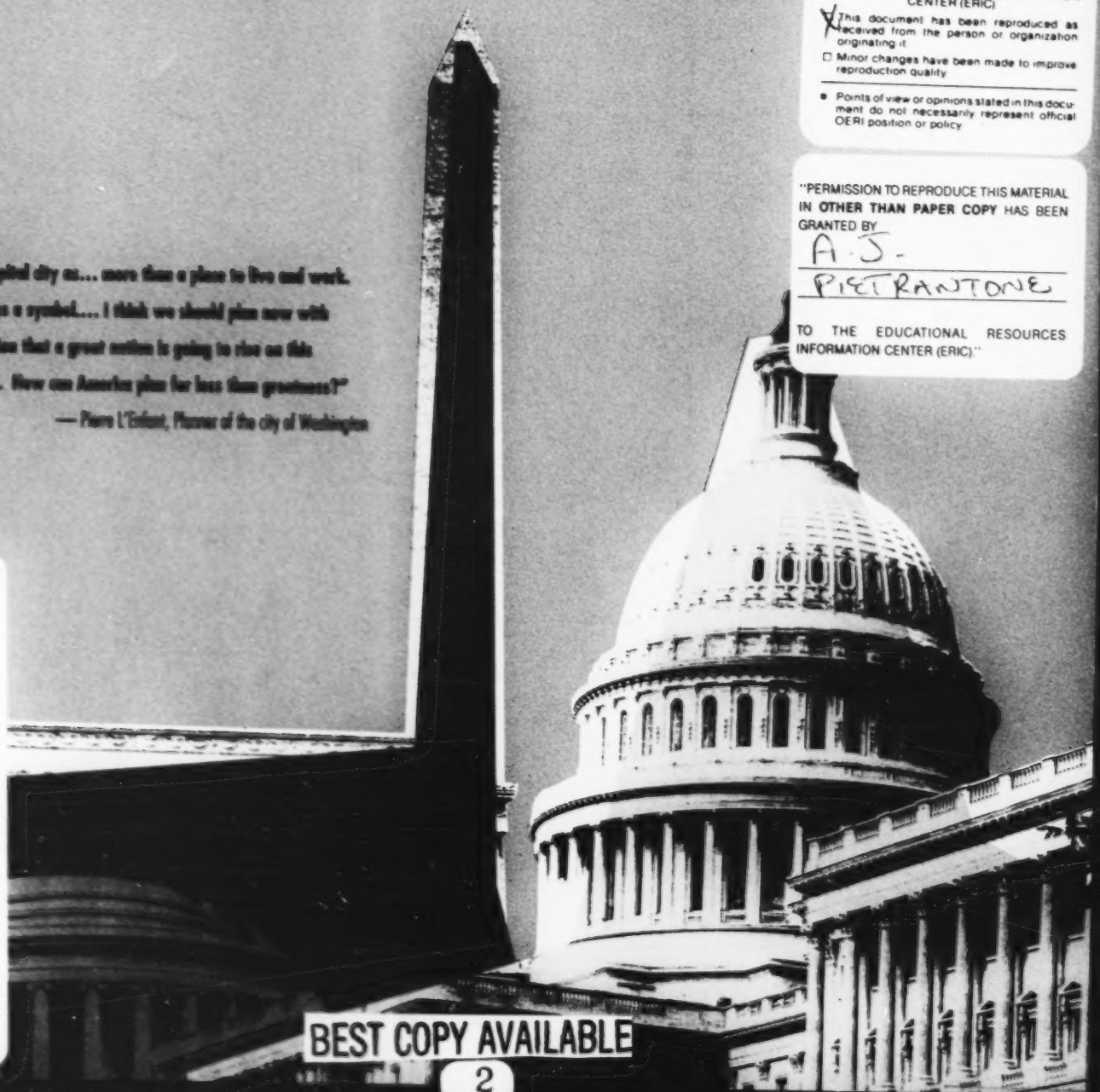
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"I see the capital city as... more than a place to live and work. ... I see it as a symbol.... I think we should plan now with the realization that a great nation is going to rise on this continent.... How can America plan for less than greatness?"

— Pierre L'Enfant, Planner of the city of Washington



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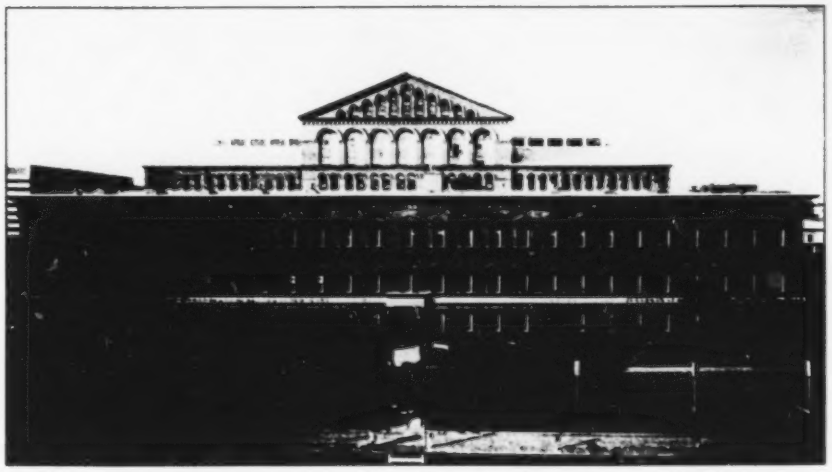
PREPARING YOUR STUDENTS TO VISIT OUR NATION'S CAPITAL



The National Building Museum is housed in the historic Pension Building. (Jack E. Boucher/Historic American Building Survey)

THE NATIONAL BUILDING MUSEUM

Washington, D.C.

The National Building Museum is an educational institution dedicated to examining and interpreting the many aspects of building, so that people, by learning about the past and present, can make informed and enlightened choices in improving the quality of the built environment.

A private, nonprofit institution, the National Building Museum was created by Congress in 1980 to celebrate the achievements of Americans in building and to encourage a continuing commitment to excellence in the building arts. Through exhibits, educational programs, publications, and tours, the museum seeks to broaden public understanding and appreciation of our building heritage, including the contributions of workers in the building professions and trades.

This Educator's Guide is made possible, in part, by the generous support of the Cafritz Foundation, the Clark-Winchcole Foundation, Philip Morris, the D.C. Community Humanities Council, and Prince Charitable Trusts.

NATIONAL BUILDING MUSEUM

Washington: Symbol and City

AN EDUCATOR'S GUIDE TO THE EXHIBIT

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Introduction

The National Building Museum's exhibit *Washington: Symbol and City* is an inquiry into how a place can be a symbol of the ideals of a nation and at the same time a city that is home to over half a million people. It examines the people, ideas, plans, and conflicts that have shaped the built environment of Washington, D.C.

The exhibit is an excellent first stop for junior and senior high school students visiting Washington. Its historical overview and its images and models of the city provide a unique and compact introduction to the nation's capital.

The *Washington: Symbol and City* exhibit challenges students to think critically about the spaces they inhabit and to recognize that the built environment is the result of planning, conflict, and compromise.

The exhibit examines three central ideas:

1. The unique form of the city and its monumental buildings were designed to be symbols of the American republic.
2. The meanings of Washington's symbolic buildings have evolved as the country has evolved.
3. The shaping of the city has been a struggle between an ordered, aesthetic vision for the nation's capital and the needs of the people who live in the city.

The exhibit encourages students to use their minds actively, to question the choices made in designing the city, and, through interactive displays, to express their opinions. Students can analyze maps and photographs, listen to debates, touch models and artifacts, and evaluate design choices. Through this process, students will realize that cities are not created only by politicians and architects. Consciously or unconsciously, all citizens participate in creating their environment.

Special Feature of the Exhibit

The National Building Museum and the American Foundation for the Blind have collaborated to make *Washington: Symbol and City* accessible to blind and visually impaired visitors. The exhibit includes tactile models of significant Washington buildings: the Capitol, the White House, the Washington Monument, the Lincoln Memorial, and a Washington rowhouse. Additional interpretive information is provided through objects visitors can touch, large-type and braille labels, and audiotapes.

What if We Cannot Come to Washington?

Even teachers who cannot visit the exhibit will find this guide useful. The guide links the exhibit's themes to students' hometowns in ways that make the themes more comprehensible and useful. While the exhibit is an excellent field trip that should not be missed, its themes can stand alone.

Using This Guide

This Educator's Guide is designed to make a visit to Washington a successful learning experience for students by helping them understand the evolution of Washington into the city it is today.

The activities are organized into three sections:

- **Before Your Visit** — activities to do before a visit to Washington
- **Visiting the Capital** — activities to complete in Washington, both at the exhibit and in the city
- **Back at Home** — activities to use after a Washington visit

Within these sections, activities are organized under two major themes:

- **The Symbol** — how the built environment symbolizes important values
- **The City** — how people interact with the built environment

Each section presents many activities meant to accommodate a variety of teaching and learning styles. It contains more activities than any single class will probably want to undertake. Teachers should select those activities that best relate to their curriculum and modify them according to their needs.

Duplication of these resources for educational use is encouraged.

The three large structures on the Mall were envisioned by early twentieth-century planners as a pageant of American history, from the creation of the government (the Capitol), to the nation's first leader (the Washington Monument), to the savior of the union (the Lincoln Memorial). (Washington, DC Convention and Visitors Association)

Some Underlying Themes

- **The Built Environment:** What is it? How does it reflect culture? How does it reflect choices? How do we describe it? How do people interact with the built environment?
- **Democratic Ideals:** What are the foundations and institutions of American democracy? How are democratic ideals symbolized in the built environment? How is democracy practiced in the way the built environment is created?
- **Cities:** What are the parts of a city? How are cities organized? Who influences the development of a city?
- **Conflict and Compromise:** What happens when differing interests in a city conflict? How are such conflicts resolved?
- **Change:** What differences exist between the built environment of the past and the built environment of the present? What factors account for the changes?

Matrix of Activities

Here is a list of the activities in the guide, indicating the general skills required of each.

	Critical Thinking	*Language Arts*	*Hands On*	*Research Skills*
BEFORE YOUR VISIT				
Learning to See the Built Environment				
Student Activity Sheet 1: Describing the Built Environment	✖	✖	✖	
Student Activity Sheet 2: Parts of the Built Environment		✖	✖	
Student Activity Sheet 3: Investigating the Built Environment		✖	✖	✖
Where is the built environment?	✖			
The Symbol				
What is a symbol?	✖		✖	
What symbols will be seen in Washington?	✖			
Student Activity Sheet 4: Values, Symbols, Buildings	✖	✖	✖	
The City				
What is a city?	✖	✖		✖
How do the parts of a city interact?	✖	✖		
What is a public place?			✖	✖
Student Activity Sheet 5: Here and There	✖	✖	✖	✖
VISITING THE CAPITAL				
The Washington Mall	✖		✖	✖
Exhibit Visit: The Symbol				
Does the city live up to its vision?	✖		✖	✖
Who are the city's planners?	✖			✖
How are monuments planned and built?	✖			✖
Who decides what a public building should be?	✖			✖
What is the Mall?	✖			
Exhibit Visit: The City				
Who built the city?	✖			✖
Is Washington a commercial city?	✖			✖
What are the city's issues?	✖			
What growing pains did the city experience?	✖			✖
Where do people live?	✖			✖
Why did African Americans come to Washington?	✖			✖

	Critical Thinking	*Language Arts*	*Hands On*	*Research Skills*
Looking at the Pension Building				
How do we respond to the Pension Building?	✖	✖	✖	
How does it symbolize its function?	✖		✖	
Should government buildings look alike?	✖			
Things to Do in Washington after Seeing the Exhibit				
How do memorials communicate?	✖	✖		✖
How do we honor presidents?	✖			
How do sculptures communicate?	✖	✖	✖	✖
What do people think about memorials?	✖		✖	✖
What kind of house should the president live in?	✖			
Where is America's Main Street?	✖		✖	✖
Souvenirs of the symbol and city	✖	✖	✖	✖
BACK AT HOME				
The Symbol				
What symbols can you find at home?	✖		✖	✖
What would you put on the Mall?	✖		✖	
Can buildings affect people's behavior?	✖	✖		
Who would you want to remember?		✖	✖	✖
The City				
What's a mall for?	✖	✖	✖	
How does planning work at home?			✖	✖
What happens when interests conflict?	✖			✖
Can we preserve the past while we plan the future?	✖			✖
How do neighborhoods develop?			✖	✖
Putting It Together				
Student Activity Sheet 6: Planning for Symbolica	✖	✖	✖	
Student Activity Sheet 7: Proposing a Symbol	✖	✖	✖	✖
Student Activity Sheet 8: Finding a New Capital		✖	✖	✖

Before Your Visit

Learning to See the Built Environment

In preparing to visit the exhibit and Washington, D.C., students must go out and see the built environment of their hometown. This section introduces the basic skills of looking at, describing, and investigating the built environment. It will prepare students for a richer experience in Washington and enable them to compare the city of Washington to their hometown.

The true language of cities deals with relationships rather than free-standing objects. ... Unless we learn to say what we see, to describe it so others can see it, and to expand our own powers of description in a changing world, there is little reason to think we will do well at prescription, at finding solutions, at coping.

Grady Clay, *How to Read the American City*

How do we respond to the built environment?

Whether we notice or not, the built environment affects us. A certain house might evoke feelings of warmth and security in one person and seem cold and uncomfortable to another. One person may experience a room as spacious while another feels closed in. Students need to become aware of their perceptions of the built environment.

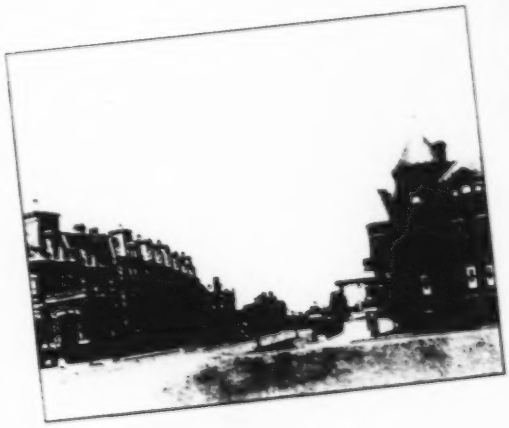
Student Activity Sheet 1: Describing the Built Environment

This activity lists pairs of words that offer opposite ways of describing something — e.g., large/small, bright/dark — and requires students to select one word in each pair that comes closest to describing how they feel about a particular space. The exercise is meant to help students recognize their responses to the built environment and to strengthen the vocabulary they use in describing their aesthetic and emotional responses. Distribute several copies of the sheet to each student. Have them visit one or more structures in their hometown — perhaps starting inside the school building — and complete the exercise.

After they have completed the assignment, ask:

- What is it about the building or space that made you select the words you circled? For example, how can a structure be "welcoming" or "forbidding"? What elements make the space feel "narrow" or "wide"?

Student Activity Sheet 1 can be used many times with many buildings, particularly in Washington, D.C.



After the Civil War, wealthy Americans began to establish residences in the nation's capital. These large Victorian houses were located near Dupont Circle. (D.C. Public Library, Washingtoniana Division)

Student Activity Sheet 1

Describing the Built Environment

Name _____ Date _____

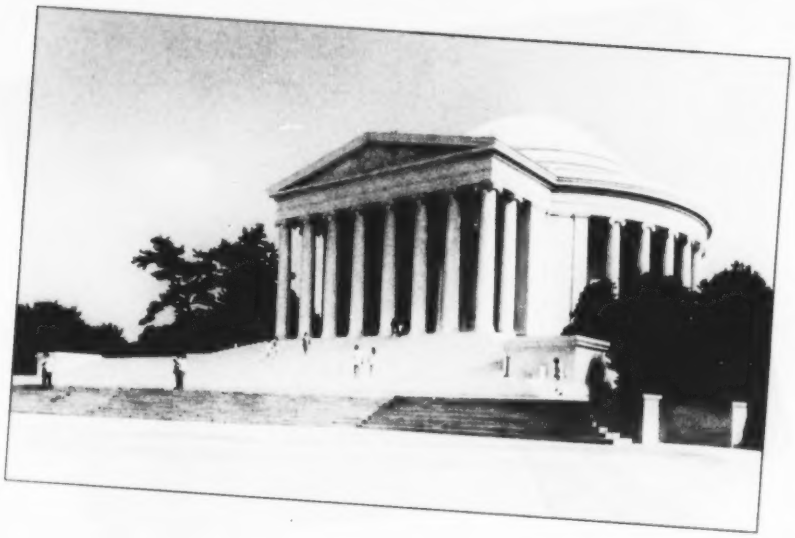
The following pairs of words offer opposite ways of describing how a place looks or how it makes you feel. Select a location and circle the word in each pair that best describes your reaction to that place. The location can be inside or outside a building.

LOCATION: _____

large	small
open	closed
comfortable	uncomfortable
balanced	unbalanced
vertical	horizontal
symmetrical	irregular
bright	dark
crowded	empty
warm	cold
welcoming	forbidding
relaxed	tense
colorful	plain
wild	calm
natural	artificial
tall	short
wide	narrow
unique	common
clean	dirty
loud	quiet
rough	smooth
simple	complex
public	private
exciting	dull
beautiful	ugly
excessive	moderate
new	old

How do we describe the built environment?

In addition to describing the impressions they form about structures, it is important that students learn to describe the architectural elements of the built environment and to develop a design vocabulary.



Like many other monuments in Washington, the Jefferson Memorial reflects elements of classical architecture in its dome, pediment, and columns. (Washington, DC Convention and Visitors Association)

Student Activity Sheet 2: Parts of the Built Environment

This activity shows and names five architectural elements. Its purpose is to help students recognize these elements; many of them will be seen on buildings in Washington.

Have students use the sheet to look for examples of the forms in their hometown. If they have trouble finding the elements locally, magazine pictures may provide an alternative source of examples. Students should understand that these elements are used on a wide variety of buildings. Review the completed sheets in class. Extend the activity by having students draw a building that uses at least three of the elements. The Glossary on page 32 includes examples and illustrations of other architectural terms and elements.

The design of the U.S. Capitol also uses many elements of classical architecture, including columns, arches, pediments, and the dome. (Washington, DC Convention and Visitors Association)

Student Activity Sheet 2

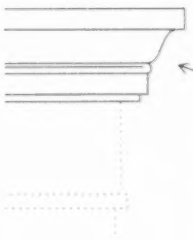
Parts of the Built Environment

Name: _____ Date: _____

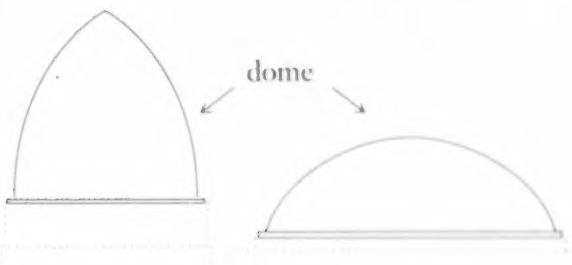
This sheet shows five common architectural elements. Your assignment is to locate one or more examples of these elements in your hometown.

column

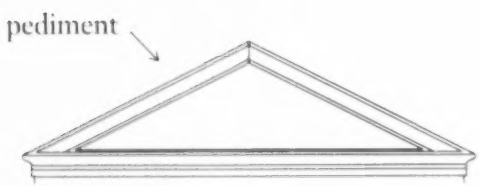
Structure: _____

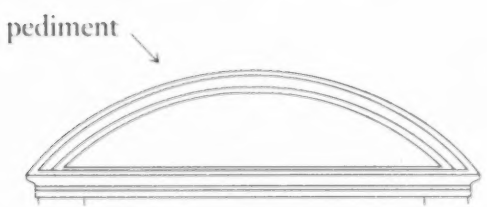


Structure: _____

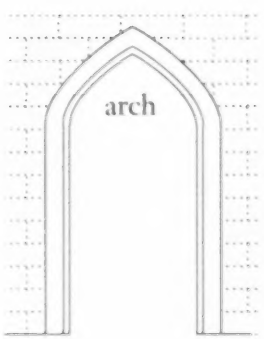


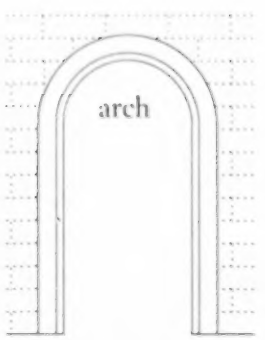
Structure: _____





Structure: _____





Structure: _____

Investigating the built environment

Student Activity Sheet 3: Investigating the Built Environment

This activity challenges students to create a multisensory description of the built environment. Divide the class into small groups and direct each group to create a report that describes a particular place in the students' hometown. The place could be a building, open space, statue, or street. To add some suspense, keep the assignments secret, so that no group knows which places the other groups are studying. Their explorations might include the following:

- drawings, photographs, or models
- audiotapes of the sounds of the structure
- videotapes of people interacting with the structure
- individual poetic responses to the structure
- examples of the texture of different building materials

You might suggest that students use Activity Sheets 1 and 2 in their research.

When the groups present their reports, instruct them to keep the name and location of their structure secret. Have each group challenge the rest of the class to identify the local structure it explored.

Where is the built environment?

Planning seeks to manipulate the built environment to serve the needs of a city or town and to organize its growth. Planners do this in various ways, such as clustering types of structures in certain areas — e.g., residential districts, business districts, industrial parks — and by building roads and transportation systems to relieve traffic congestion.

Display a map of your hometown that you can mark on. Distribute a copy of the map to each student. Ask students to mark the following locations on the map (they might use different colors for different types of places, e.g., residential, commercial, industrial, government):

- school
- home
- friends' homes
- parents' workplace
- favorite hangout
- store where they buy food
- favorite restaurant
- favorite store
- nearest park
- gas station nearest their home
- public library
- town or city hall
- nearest factory
- nearest empty lot
- nearest highway
- nearest landfill or sewage treatment plant

Next, have them mark the routes they take to get from their home to at least five of the places they marked.

- Do patterns emerge in where types of places are located?
- Do students favor certain roads on their routes?
- What do these indicate about the design of the city?
- How do their maps reflect planning in their hometown?

Encourage students to cite specific examples to support their answers.

Challenge students to think about this:

- How is an open space part of the built environment? Name local open spaces and identify their purposes.

Student Activity Sheet 3

Investigating the Built Environment

Name: _____ Date: _____

Investigate a place in your hometown. Here are some suggestions about how to do this:

- Draw or photograph the structure.
- Take an inventory of the space, counting doors, walls, windows, and so on. Look for architectural elements that you know. Note the use of color in the structure. Identify the building materials used.
- Explore the structure with your other senses. Have someone blindfold you so you can pay more attention to sounds, the texture of the walls, and even smells.
- Note how you respond to the structure. Do you like it? Does it make you feel comfortable? Why or why not?
- Find out how other people respond to it and use it.
- Visit the structure at different times of day. How do different positions of the sun affect lighting on the building? Compare the times when many people are around to times when it is empty.

When you are finished investigating, prepare a report that includes the following information:

1. the purpose of the place
2. the exact location of the place
3. what is around it
4. historical information, including when it was built, who designed it, primary construction materials, geographical features that may have influenced its design and location, and how it is used
5. what it looks like — use descriptive adjectives to paint a picture of the place
6. your opinion on whether it works the way you think its designers intended

Notes:

The Symbol

What is a symbol?

Show students a common symbol such as a school mascot or traffic sign. Ask:

- What is its message?
- How does it communicate it?

Probe for examples of other symbols, from everyday symbols (e.g., political party symbols) to symbols of ideas (e.g., American flag or religious symbols).

Have students bring in symbols that are familiar to them as teenagers and tell what they mean.

- Do all students agree on the meaning? (If differences emerge, encourage students to figure out why they read a particular symbol in a particular way.)
- Where have they encountered the symbol in their lives?
- What have they been taught about it?

What symbols will be seen in Washington?

Designers often strive to make the built environment represent ideas. A statue celebrating a hero is easy to understand if it uses the person's likeness, but structures that communicate ideas may be harder to understand.

In creating the new American government, the founders were inspired by the ideals and structure of the government of ancient Rome as well as by its architecture. By designing buildings with columns, arches, and domes that echoed ancient Roman temples, Washington's planners tried to symbolize democracy and representative government.

Have students compare pictures of classical Roman architecture, such as the Pantheon in Rome, with Washington buildings, such as the Capitol (see below). Encourage them to identify similar architectural forms.

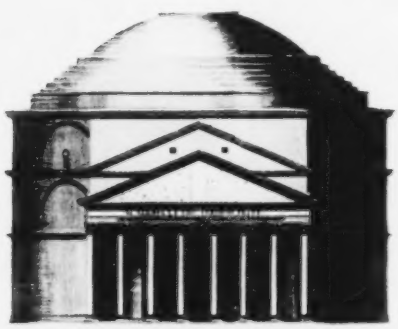
Symbols in the capital

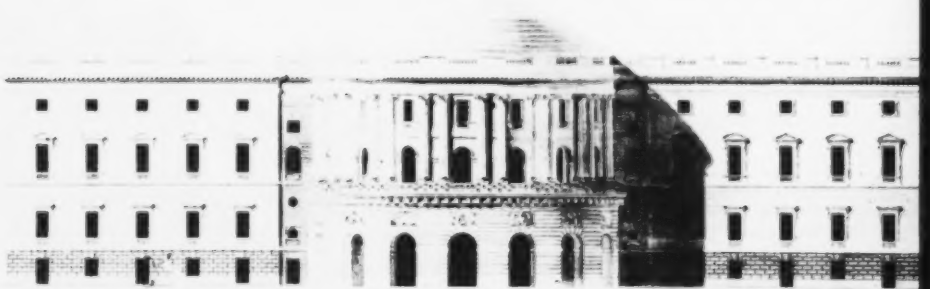
Student Activity Sheet 4: Values, Symbols, Buildings
This is an extended exercise for use before, during, and after a visit to Washington. Its purpose is to identify important American values and to assess how federal government buildings symbolize them.

Before going to Washington: Identify six government buildings students will see in Washington, e.g., Capitol, Supreme Court, Treasury. For each building, have them list the ideals they think the building should symbolize because of its function.

In Washington: Have students observe the actual buildings and determine whether or not the buildings reflect the ideals students identified. Have them describe how the buildings symbolize the ideals through drawings, photographs, or writing. For buildings that they feel do not reflect the ideals, have them explain why not.

After visiting Washington: Have students present a brief report on their findings.





Above — America's founders were inspired by ancient Rome in planning the new nation's government and its architecture. Domes, columns, and pediments, as seen here in Rome's Pantheon, are echoed in many federal structures. (Library of Congress)
Right — William Thornton's winning design for the Capitol (which has been significantly altered over the years) was based on classical Roman architecture. (Library of Congress)

Student Activity Sheet 4

Values, Symbols, Buildings

Name: _____ Date: _____

Name six national government buildings or structures that you will visit on your trip to Washington. Below each name, list some ideals you think that building should represent.

Building:			
Ideals:			
Building:			
Ideals:			

Take this sheet with you to Washington. When you see a building you noted above, decide whether you think it represents the ideals you listed.

- For a building that does, use the back of this sheet to draw or take notes on how it represents the ideals. Take photographs of the building if that will help make your point.
- For any building that does not represent the ideals you identified, write a brief paragraph or make a sketch with notes explaining why not.

The City

What is a city?

Ask students to suggest different terms for communities (e.g., town, hamlet, suburb). Then, have them develop a definition of a city, i.e, what are the necessary and sufficient elements that qualify a location to be called a city?

- How is a city different from a town? a hamlet? a suburb?
- Is your hometown a city?

How do the parts of a city interact?

Have students brainstorm answers to this question:

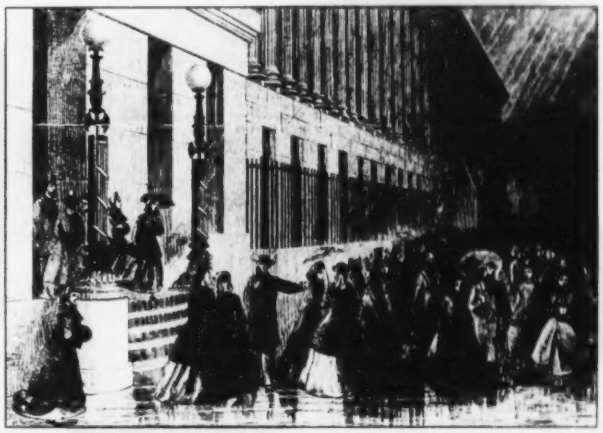
- What do you find in a city?

Write all answers on an easel pad.

Then, have each student connect two or more ideas by circling or drawing a line between items and explaining the connection. This will create a concept map that shows not only which ideas relate but which relate in multiple ways.

- Do categories emerge, for example, built environment, people, goods and services, amenities, problems?

To culminate this activity, have each student select one connection (e.g., cars and traffic jams, families and the city park) and write a paragraph about that connection in their hometown. Encourage students to incorporate ways to improve these connections.



The population of Washington more than doubled as the nation geared up to fight the Civil War. This 1865 engraving shows women clerks at the Treasury Department leaving work at the end of the day. (Library of Congress)

What is a public place?

Public places are places that are financed by the public for its general use, such as a park or town square. Ask students for examples of public places in their hometown. Next, ask for examples of large, private places where people gather, e.g., restaurants, sports arenas, movie theaters.

- What is the difference between these private places and public places?

Have students observe people in public places and make a videotape, photoessay, or other display to share what they have learned about the use of public places. Be sure they observe at different times of day.

Similarities and differences

Student Activity Sheet 5: Here and There

Students can conduct this exercise before, during, and after their trip to Washington. Its purpose is to identify and locate buildings and places in their hometown and Washington that have similar functions.

Before going to Washington: The sheet asks students to identify buildings or places that serve certain functions or meet certain criteria. To identify the largest and most popular places, they might survey students or family members.

In Washington: Students should find buildings and places that have the same characteristics as those they found in their hometown. To determine which buildings are the largest and most popular, they could ask other students or tourists or contact tourist information sources in Washington.

After visiting Washington: Have students write a brief essay explaining the similarities or differences they found. One explanation for differences, for example, will be the division of power between local, state, and federal governments.

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Student Activity Sheet 5

Here and There

Name:_____ Date:_____

Before you go to Washington, fill out the left-hand column below by selecting places in your hometown that fit the descriptions. When you visit Washington, look for buildings that have similar characteristics and complete the right-hand column.

	HOMETOWN	WASHINGTON, D.C.
largest structure		
tallest structure		
most important place		
park		
government buildings (include local, state, and federal)		
most popular place		
largest public place		

Select one pair from the lists above and write a paragraph comparing the two places. Tell how well the structures work for the places in which they are located.

Visiting the Capital

The Washington Mall

The questions below may help students look closely at and speculate about some important sites in Washington. Some questions can be answered through observation or with help from a tour guide or staff person at the sites. Others may require additional research.

Washington Monument

- Why does the color of the Monument change part of the way up?
- How high is the Monument in relation to other buildings? Why?
- In what way do you think the Monument symbolizes George Washington's importance to America?

Mall

- In what ways do people use the Mall?
- L'Enfant thought the Mall should be lined with "all such sorts of places as may be attractive to the learned and afford diversions to the idle." Does the Mall meet this description? How?

Lincoln Memorial

- How many columns are there?
- What do the columns represent?
- Why do you think the Lincoln Memorial is in line with the Washington Monument and the Capitol?
- Which architectural elements convey the idea of the United States as a "unified country"?
- What might be some reasons the Memorial's designer had you come face to face with Lincoln after climbing the stairs?

White House

- How big is the White House? For perspective, try to think of how many school buses could fit inside it.
- How big do you think the president's house should be?

Capitol

- What is the sculpture on top of the dome?
- Where do the Senate and House of Representatives meet?
- What do the other sculptures on the Capitol represent?

Pennsylvania Avenue

- Why do you think the street that links the Capitol and White House has this name?
- What are the names of other important streets near the Mall? How are they related?

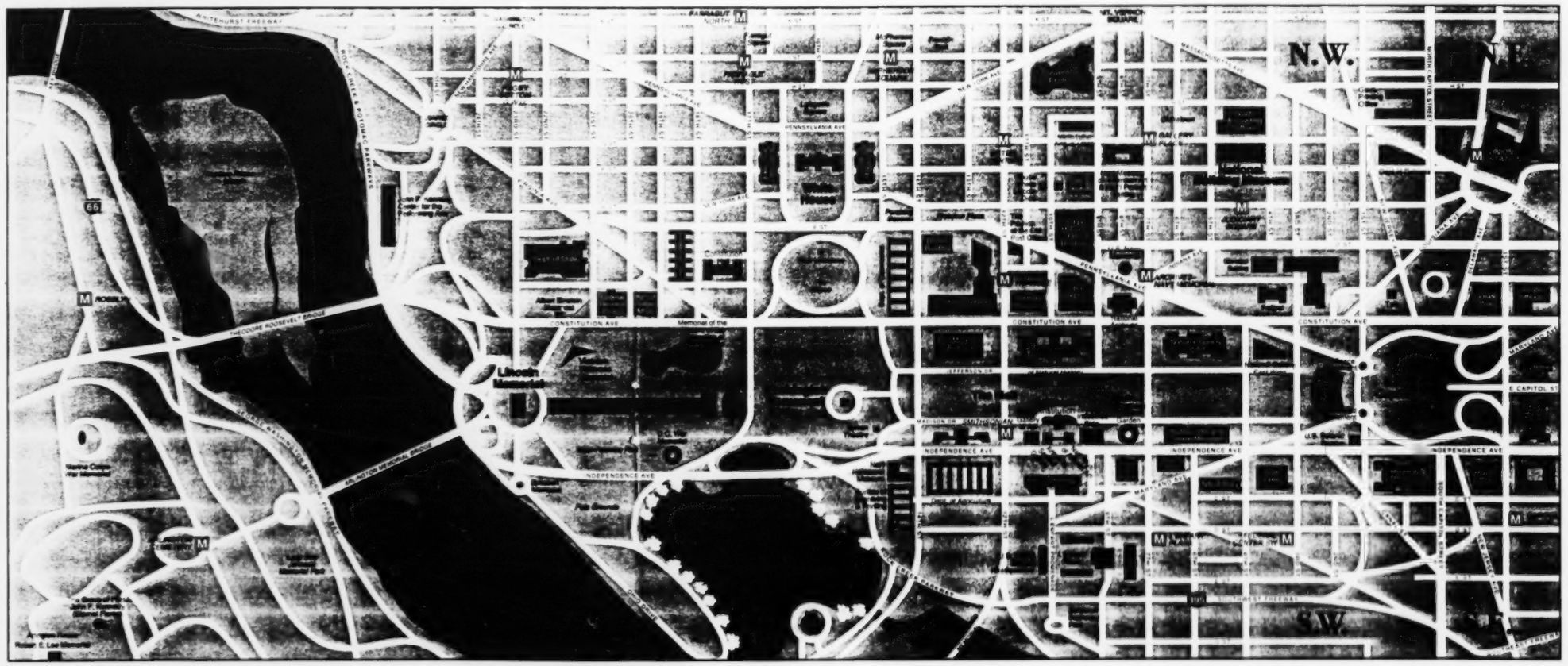

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Exhibit Visit

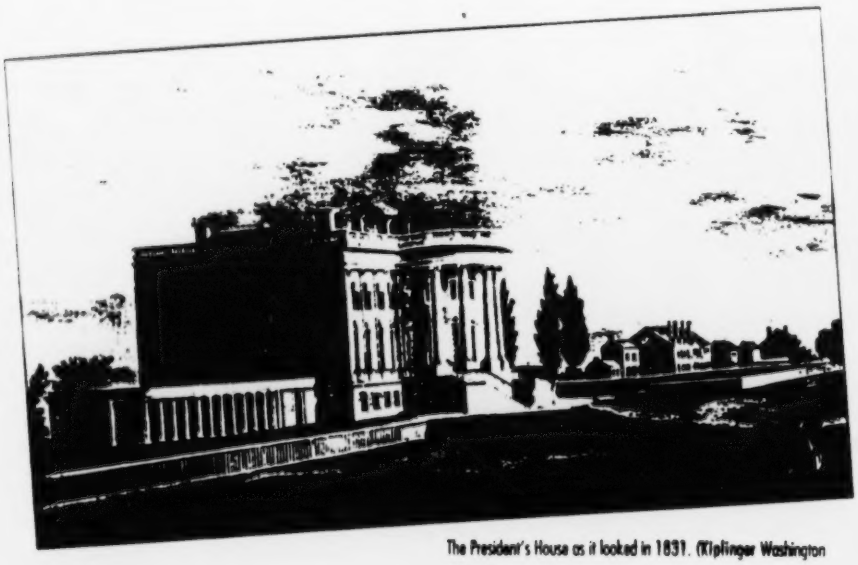
The questions on this and the following page are suggested for use during a visit to the exhibit. Before assigning them, have students walk through the exhibit so that they can become familiar with it.

Use these activities flexibly. You might select one focus question for the entire class or assign different questions to individuals or small groups of students. Be sure to leave time at the conclusion of the visit to discuss the questions you select.

The information in parentheses indicates where the exhibit addresses the issues raised by the question. The letters refer to the Exhibit Outline and Map on pages 30–31.

"... the public buildings in size, form, and elegance, should look beyond the present day. I would not have it understood from hence that I lean to extravagance. A chaste plan sufficiently capacious and convenient for a period not too remote, but one to which we may reasonably look forward, would meet my idea in the Capitol."

George Washington



The President's House as it looked in 1831. (Kiplinger Washington Collection)

The Symbol

Does the city live up to its vision? (B, D, K)

Have students compare the city planned in the eighteenth century with the city today.

In the exhibit:

- What vision did Washington's planners have for the capital city?
- In what ways did this change over time?

In the city:

- Does the city reflect the planners' vision? Why or why not?

Who are the city's planners?

Have students look at the beginning of the exhibit about early Washington and at the end of the exhibit about the contemporary city.

- In each period, who makes the decisions about planning the city?
- How are the decision makers similar and different?

How are monuments planned and built? (F, I)

Compare the Washington Monument and the Lincoln Memorial.

- How much time passed between the proposal of the idea and the completion of each structure?
- What steps were involved?
- What took the most time?
- What compromises were made?
- How was the construction financed?
- How well did the methods of financing work?
- How would you raise money for a new monument today?

Who decides what a public building should be? (F, I)

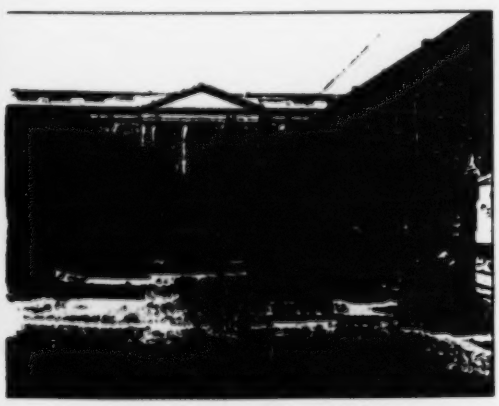
The design for a new public building undergoes a good deal of public scrutiny. In addition to judging how it looks, citizens may assess its environmental impact and its sensitivity to cultural and political issues. In the exhibition, have students look for examples of the kinds of public "tests" that earlier symbolic structures underwent.

- What issues were involved in these discussions?
- How were they resolved?

What is the Mall? (G, H)

The exhibit contains two models of the Mall that express different visions.

- How do they differ?
- Whose visions are they?
- Which do you like better? Why?



L'Enfant's plan for Washington created large blocks with wide alleys. Many African-American residents lived in small houses that faced these alleys, such as Schorries Court (pictured) near the Senate Office Building. (Library of Congress)

"We looked with longing eyes upon many a dear little house which was exactly what we wanted in every respect, but we were frankly told we could not buy it because we were colored."

Mary Church Terrell, an advocate for rights for blacks and women

The City

Who built the city?

The exhibit highlights the various players that were important to the building of Washington: planners, politicians, stonemasons, builders, businesspeople, fundraisers, and citizens. Have students select one such group, collect information on its role from the exhibit, and then share the information.

- What kind of people were involved in this work?
- Where did they come from?
- What did they do?
- How do the roles compare in importance?
- Is one the most important?

Is Washington a commercial city? (K, L)

- What were some of Pierre L'Enfant's and George Washington's plans for making Washington into a commercial city?
- Did they succeed? Why or why not?

What are the city's issues? (D–R)

In the exhibit, have students look for issues that are typical of cities today — e.g., race relations, inadequate construction financing, overcrowding, homelessness, the relationship between labor and management, real estate development, and others.

- Do these issues exist outside of cities? Why or why not?

What growing pains did the city experience?

Have students find an example in the exhibit of a conflict over how Washington should develop.

- What issue was in conflict?
- What points of view were held?
- Who held the different points of view?
- How was the conflict resolved?

Where do people live? (M-O)

Have students collect information from the exhibit on factors that determined where people lived in Washington.

Why did African Americans come to Washington? (L)

- Why did African Americans think that Washington would be a good place to live?
- Were their expectations fulfilled?

The National Building Museum's Home: The Historic Pension Building

Designed by General Montgomery C. Meigs, the Pension Building was built between 1882 and 1887 for the Pension Bureau, a government agency that dispensed pensions to wounded veterans and survivors of those killed in action in American wars. The frieze of Civil War units representing the Union infantry, cavalry, artillery, navy, quartermaster, and medical units in a continuous parade around the outside of the building honors these Americans. The Bureau occupied the building until 1926. Other government agencies used the building before the National Building Museum occupied it in 1980.

Meigs wanted to create a healthy workplace and put all offices around the perimeter of the building near daylight and fresh air. The windows above the Great Hall circulated air by pulling it through the building like a chimney. In its first year in the building, the Pension Bureau reported that time lost to employee illness declined by 8,600 days.

The Great Hall is about the size of a football field (316 feet by 116 feet) and can hold the Statue of Liberty without its base (159 feet high). It offers space for important large events, such as presidential inaugural balls. Through 1993, 13 such balls have been held in the Great Hall.

Other facts about the building:

- The center columns are 75 feet tall and 25 feet in circumference. Each contains 70,000 bricks.
- Above the center hall are 244 busts representing members of eight building trades.
- The outside dimensions are 400 feet long by 200 feet wide by 75 feet tall.
- The building contains over 15 million bricks.

How do we respond to the Pension Building?

Have students complete Student Activity Sheet 1 (page 7) once for the outside and once for the inside of the building. Compare students' responses for each experience. Encourage students to explain why they chose one term over another by citing specific architectural elements to support their choice. For additional practice in architectural description, students might also take an inventory of architectural elements of the building using Student Activity Sheet 2 (page 9).

The Great Hall of the historic Pension Building, the home of the National Building Museum, could hold a 15-story building. (Jack E. Boucher/Historic American Building Survey)

How does it symbolize its function?

Ask students: What elements of the Pension Building's design suggest its original purpose, that is, to serve veterans? *[The frieze on the outside of the building pictures Civil War units; the cornice on the building's facade shows cannons and bursting bombs; a band above the second-floor windows shows cannon balls, chains, and stars.]*

Should government buildings look alike?

In the 1930s, an architect criticized the Pension Building for being too original. He wrote: "A general harmony of effect between all government buildings, taken as a whole, is more desirable than any discordant originality." Ask students if they agree or disagree. Have them explain why.

Things to Do in Washington after Seeing the Exhibit

How do memorials communicate?

The National Law Enforcement Officers Memorial, which was dedicated in 1991, is immediately south of the National Building Museum. Have students examine the Memorial and write a paragraph answering the following questions:

- What idea does this memorial represent?
- How does it express the idea?

Have students answer these questions about older memorials as well, e.g., Lincoln Memorial (1922), Jefferson Memorial (1943), Iwo Jima Marine Corps Memorial (1954), and Vietnam Veterans Memorial (1982).

- What do their answers say about the ways in which ideas about monuments have changed?
- What factors might account for the changes?

How do we honor presidents?

The Washington Monument, Jefferson Memorial, and Lincoln Memorial are the only structures on the Mall dedicated to presidents. Ask students:

- Why do you think only these presidents were honored?
- How and why do the styles of the monuments differ?

How do sculptures communicate?

The exhibit highlights a sculpture on the Capitol that was meant to symbolize American values. Have students find examples of other public sculptures and statues, either freestanding or on buildings, and sketch the sculpture or take a photo.

- What is its name?
- When was it created?
- What idea does it communicate?
- How does it fit in with its neighbors in the built environment?

What do people think about memorials?

When they visit the symbolic structures on the Mall, have students ask tourists what each structure means to them and how that meaning is communicated. They can record their interviews with a video camera or audiocassette recorder.

- Did all people interviewed agree?
- If not, did their responses follow any particular pattern?
- Why might people find different meanings in a single structure?

What kind of house should the president live in?

George Washington believed the President's House should be imposing in order to command respect for the new office. Pierre L'Enfant recommended an immense palace. Many Americans worried that a palace would be too grand and better suited to a European monarch than to the first citizen of a democracy.

- Which view prevailed?
- If you were designing a house for the president today, what would it look like?

Where is America's Main Street?

Pennsylvania Avenue has been called America's Main Street. Have students write down the functions of some of the buildings, businesses, and places on Pennsylvania Avenue between the Capitol and the White House. Compare and contrast these to the buildings, businesses, and places on Main Street (or a street that is similar) in their hometown.

Souvenirs of the symbol and city

Ask students to collect souvenirs during their trip that reflect Washington the symbol and Washington the city. These could include postcards, menus, T-shirts, subway fare cards, and other items. Later, have the students present their souvenirs and explain how they selected them and categorized them as representing the symbol or the city.

Back at Home

The Symbol

What symbols can you find at home?

Ask students to name local buildings that have government-related functions (e.g., library, courthouse, jail, school). Have student groups select a building and do the following:

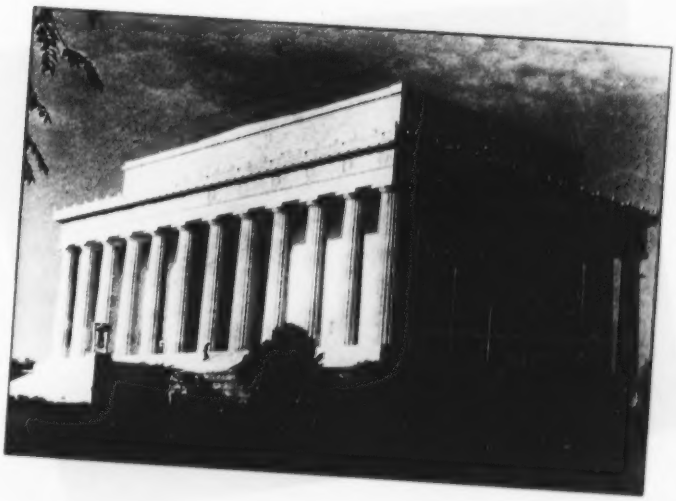
1. Name the ideals the building should symbolize.
2. Tell why they think it does or does not symbolize those ideals.
3. Photograph or draw a picture of it.
4. Look for and explain similarities between the building and classical Roman architecture.
5. Create a fact sheet about the building using the illustration and other information learned.

These fact sheets can be assembled as a catalog of local government buildings and perhaps displayed in public.

What would you put on the Mall?

Have students design a new monument or memorial for the Mall in Washington, D.C. Suggest they consider the following questions:

- What message will it convey?
- Who or what will it honor?
- Will the design fit in or contrast with the other symbolic structures on the Mall?
- What groups should be involved in the decision-making process?



In his design for the Lincoln Memorial, Henry Bacon wanted to convey both grandeur and simplicity. His placement of the statue forces the visitor to come face-to-face with Lincoln upon entering the memorial. (Washington, DC Convention and Visitors Association)

Can buildings affect people's behavior?

Thomas Jefferson and other early American politicians believed that classical architecture had the power to inspire people to be good citizens. Ask:

- Do you think architecture can affect behavior?

Have students write a short essay using two or three examples (e.g., your school, a courthouse) in which a building's architecture encourages or fails to encourage good behavior.

Who would you want to remember?

Have student groups plan a monument or memorial by completing the following tasks:

1. Name a person or event from their lifetime that they would want to remember with a monument or a memorial in their hometown.
2. Write a short proposal that attempts to persuade the city government to support their idea. Tell the reasons for the selection and where they would locate the structure.
3. Discuss in what ways, if any, social and environmental concerns are likely to affect the proposal. How will students respond to people's concerns?
4. Sketch a design for the structure and tell how it would relate to its surroundings.
5. Build a model of the structure using clay, ice cream sticks, toothpicks, and other small, easy-to-find materials.

The City

What's a mall for?

When we think of the word "mall," most of us think of large, indoor shopping malls, many of which have long, center hallways lined with numerous stores. Discuss with students:

- Why do we use the word "mall" to describe both a shopping center and the location that is the center of symbolic Washington? What are the similarities and differences between them?
- Are shopping malls public spaces or private places?

Have students:

1. Write an essay that compares the role and function of the Mall in Washington with public spaces in other cities and describes what activities take place in each location.
2. Locate and design a mall like Washington's for their hometown, describing what structures should be on it.

How does planning work at home?

Have students attend a meeting of the planning commission in their hometown or meet with a member of the commission.

- What are the responsibilities of the commission?
- How does it prepare for and deal with competing interests?

What happens when interests conflict?

Identify conflicts that arise as a result of competing interests in a city. For example, a developer who wants to build a shopping mall in a particular area of a city could face resistance from the residents because they are afraid of increased traffic. Have students research such a conflict in their hometown.

- What views were in conflict? What were some of the arguments on the different sides of the issue?
- How did people make their positions known — newspapers, TV, public meetings?
- By what process was the issue resolved? What was the resolution?
- What other resolutions might have been suggested?

Can we preserve the past while we plan the future?

Sometimes, development projects pit historic preservationists against real estate developers. One side is said to oppose progress and the other to be insensitive to history.

- What criteria should a structure meet to be preserved?

Have students find out what is required to be included in the National Register of Historic Places. Locate the nearest place that is listed in the Register and learn its history.

How do neighborhoods develop?

Have students research the history of a neighborhood. Find old news stories and photographs and talk to current and past residents.

- Has the land always been used in the same way? How have the buildings changed?
- If it is known as an ethnic neighborhood, how long has it been that way?
- Have members of the same ethnic group always lived there?
- What factors might account for changes over time?

Turn-of-the-century Pennsylvania Avenue was a lively part of the commercial city. (Library of Congress)

Putting It Together

The activities that follow are designed to integrate elements of the Symbol and City themes. They call on students to consider how the built environment represents ideas and how it fits in with city life.

Student Activity Sheet 6: Planning for Symbolica

Students will draw up a plan for the capital city of a mythical state. You will probably want to give each student or group more than one copy of the sheet so that they can have a working version of the map and a final one.

Give students the following instructions:

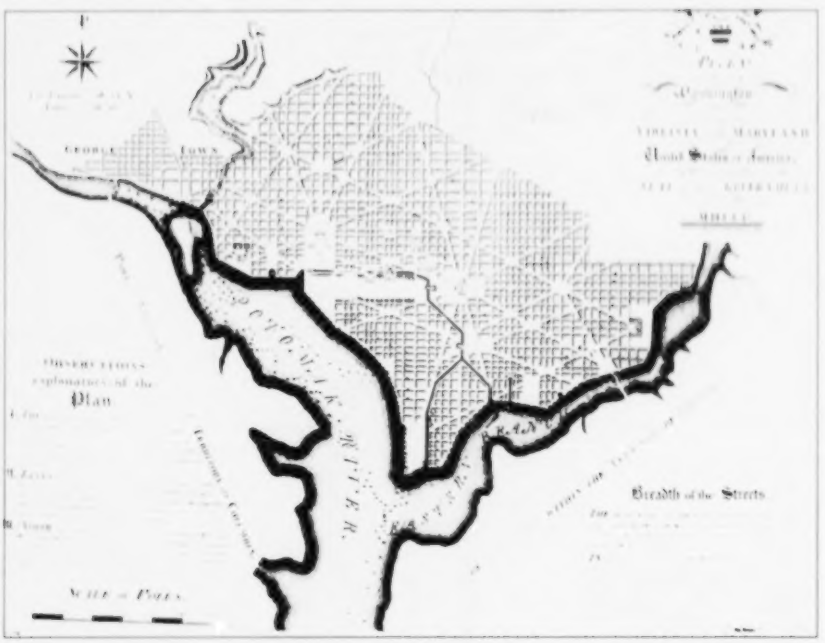
You have been named chief planner for the capital city of the newly admitted state Symbolica. This map shows the site chosen for the capital, which also will be called Symbolica. No structures exist on the site.

Symbolica is well known for the following characteristics:

- Symbolicans participate in great numbers in all elections and other political activity. "Electronic town meetings" connect all citizens by television and computer.
- Symbolicans are very environmentally conscious.
- Symbolica produces computer technology of the highest quality.
- Athletes from Symbolica excel in the sports of soccer, basketball, baseball, tennis, and bowling.

Your assignment:

1. Select a location in the capital city for each of the structures listed below and name the buildings.
   - state capitol
   - governor's mansion
   - state supreme court
   - department of natural resources building
   - department of commerce building
   - state office building
   - state police headquarters
   - state university
   - museum
   - stadium
   - train station
2. Mark off areas where people will live and where they will work and shop.
3. Be sure to plan transportation routes that enable people to get from place to place.
4. Explain the reasons for your choices.

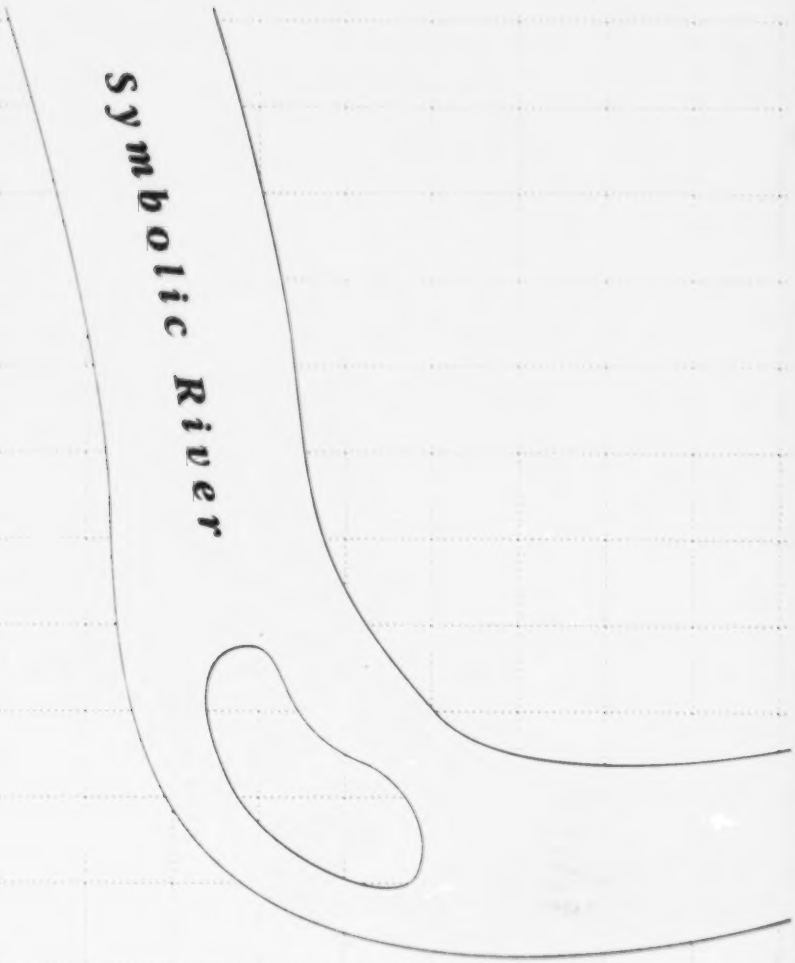


Pierre L'Enfant designed this plan for the city of Washington. (Library of Congress)

Student Activity Sheet 6

Planning for Symbolica

Name: _____ Date: _____



½" square = 1 city block

5" = 1 mile

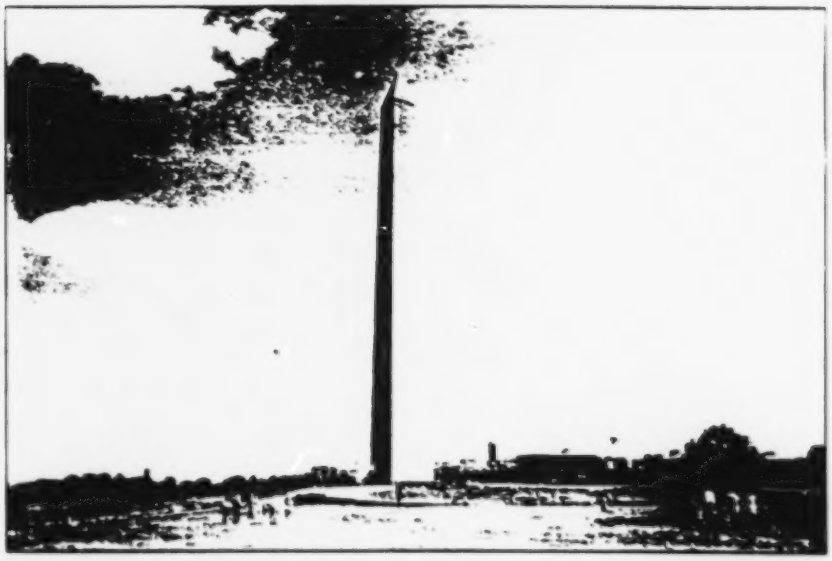
Student Activity Sheet 7: Proposing a Symbol

This is a group activity in which the group determines an idea, location, and rationale for a new symbolic structure in their hometown. The group then divides so that some students design and build a model of the structure and others develop a promotional plan to gain public support for it. It would be helpful to have a map of your hometown on hand. You may wish to assign roles within the teams.

Roles could focus on:

- defining the symbolism
- drawing the design
- building the model
- selecting the site

The promotion team could have a writer, ad designer, and video producer/director.



Visitors to the Washington Monument can reach the top of the 555-foot structure by riding an elevator. (Washington, DC Convention and Visitors Association)

Above — Robert Mills' winning design for the Washington Monument used an obelisk — a form dating back to ancient Egypt, where it was a symbol of eternity. The circular section was later dropped because it was too costly. (National Archives)

Left — The Washington National Monument Society gave certificates like this to people who donated money to build a monument to George Washington. More than 100 years passed between the first proposal to build a monument and its dedication. (Library of Congress)

Student Activity Sheet 7

Proposing a Symbol

Name: _____ Date: _____

Propose an idea for a symbolic structure for your hometown. It could be a monument, memorial, building, or park. It can be anywhere in your hometown, but you must be prepared to defend the location, especially if something needs to be torn down for your structure. Think about whether it will blend with its neighboring structures or stand out.

Once your team has agreed on a basic idea, divide into two groups. One group should design the structure and build a model of it. The other group should create a promotional campaign that will gain public support for the structure. The campaign can include print or TV ads, speeches, posters, letters to the editor, or other methods.

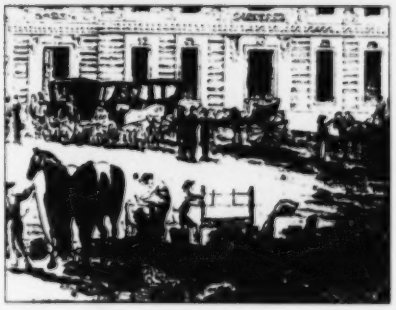
Use this space to draft your proposal, sketch the design, and outline the campaign strategy.

Student Activity Sheet 8: Finding a New Capital

Students will determine a new location for the national capital based on today's needs and values, design a city plan for the new capital, and design some public buildings. The activity could be adapted to refer to your state capital.

Encourage students to discuss whether they will base their design on the same ideas and symbols as those reflected in Washington, D.C. If not, what ideas will influence their designs?

Extend this activity by asking students to consider what would happen to Washington, D.C., after the federal capital was moved. They could write an essay suggesting new uses for some of the former government buildings or draw up plans for new uses of the Mall.



Top — This mid-nineteenth-century view of the Capitol down Pennsylvania Avenue from the White House dramatically depicts L'Enfant's plan to symbolically link these two seats of power. (Kiplinger Washington Collection)

Bottom — Stonemasons were recruited from Scotland to build Washington's monumental buildings in the eighteenth century. These masons are preparing stones for use in the Capitol. (Library of Congress)

A Brief History of the Location of Washington

The location of Washington is the result of compromise. Between 1783 and 1790, Congress had met in eight cities in four states. It needed a permanent home. Several cities competed to become the nation's capital, but none could win enough support because both the northern and southern states wanted the national capital located in their own region.

Finally, a deal was made. Alexander Hamilton, President George Washington's Secretary of the Treasury, wanted the federal government to take responsibility for the debt that the states had incurred in fighting the Revolutionary War. He believed that this would help unify the states around the federal government. The northern states, which had large debts, supported the plan, but the southern states, which had arranged to pay their debts, opposed it. In 1790, Hamilton and other politicians made a deal: Southern states voted for the debt assumption plan, and northern states voted for a southern location of the capital.

The 1790 law that selected a location on the Potomac River made Philadelphia the temporary capital until 1800, when the capital would move to Washington. The task of designing the new city was formidable. The world provided no model for a democratic capital. The materials and skilled workmen needed to build the city had to be imported. There was little time: Congress allowed only ten years to develop the plan, raise the money, and construct the buildings.

George Washington hired Pierre Charles L'Enfant to draft a plan for the new capital. L'Enfant was a French architect and engineer who had fought in the American Revolution.

Student Activity Sheet 8

Finding a New Capital

Name: _____ Date: _____

Background

Several factors influenced the location of the capital city:

- In the eighteenth century, most citizens lived in the eastern part of the country. Western lands were occupied by Native Americans and/or claimed by European nations.
- Settlement on the East Coast made it easy to conduct trade and foreign relations with Europe.
- The capital was located in the mid-Atlantic region because of a compromise between the northern and southern states. In exchange for a southern location for the capital, the southern states agreed to a northern plan for the federal government to assume responsibility for individual states' Revolutionary War debts.
- George Washington, who selected the final site, owned land along the Potomac River and hoped the new city would become a successful commercial port.

Instructions

Plan a new capital city for the United States.

1. Find a new location in the United States for the capital, one that reflects twenty-first-century America rather than eighteenth-century America.
2. The Washington Monument and the Jefferson, Lincoln, and Vietnam Veterans memorials will be transported to the new capital and placed wherever you say. Draw a map that shows where these places will be located.
3. Name the other government buildings and public spaces that will be needed and show where they will go.
4. Design new structures for the U.S. Capitol, the president's home, and the Supreme Court.

Resources

Exhibit Outline

A. Introduction
Introduces the theme of the exhibit — the tension between Washington as the nation's symbolic capital and Washington as a city where people live.

B. "How can America plan for less than greatness?"
Highlights the urban vision that the city's planners — George Washington, Thomas Jefferson, and Pierre L'Enfant — had for the new nation's capital city. Examines cities that they might have looked to for models.

C. How can a city plan to be a symbol? 1791-1792
An interactive map that invites visitors to search for how the new form of American government was symbolized in the city's plan.

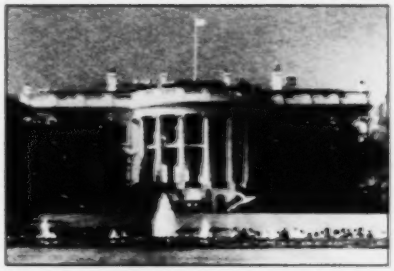
D. What should the building for Congress represent? 1791
Notes the classical basis for the U.S. Capitol, traces the symbolism of the dome, shows the variety of proposed designs for the building, and explains the difficulties of financing its construction. This section includes a tactile model of the Capitol, original decorative elements from the building, and an activity in which visitors can explore the symbolism of one of the building's sculptures.

E. How grand should the President's House be? 1791
Shows the debate over the scale of the President's House, the design competition, and remodelings of the building. It also highlights how difficult it was to build a stone house in the infant capital — from the lack of operating stone quarries to the city's first labor strike.

F. How should we honor the nation's first leader? 1836
Describes the difficulties of building a monument to George Washington — the lack of funds, the takeover of the monument by an anti-immigrant, anti-Catholic group, and the construction delays. Illustrates the power of the symbolism of the national monuments.

G. Whose Mall is it? 1791-1900
Large-scale plaster models of the city made in 1901 illustrate the evolution of the Mall from its beginning to the present. Visitors can listen to an 1872 congressional debate between those who believed that the Mall was the city's symbolic center and should be preserved as a park, and those who were interested in building a railroad station on the Mall to encourage commercial growth.

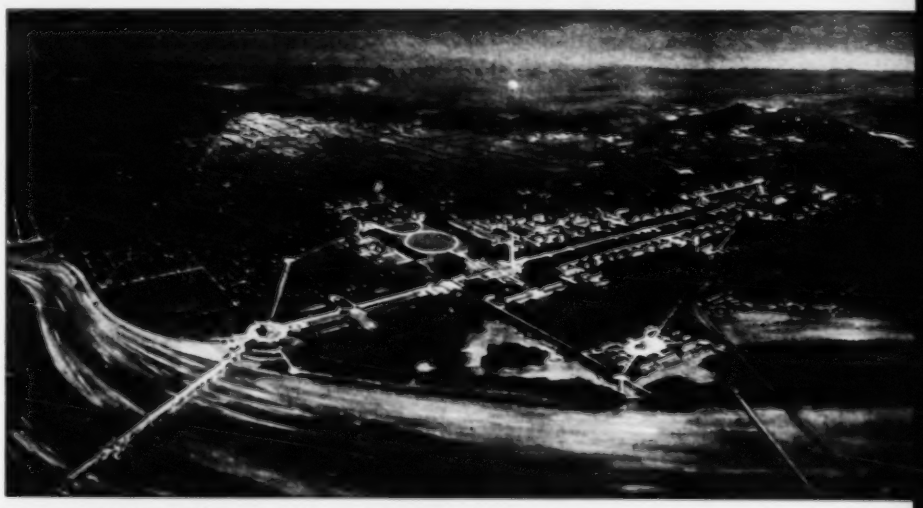
H. The Mall as national symbol: Whose vision now? 1901
Encourages visitors to compare how the Mall looked in 1901 with planned changes.



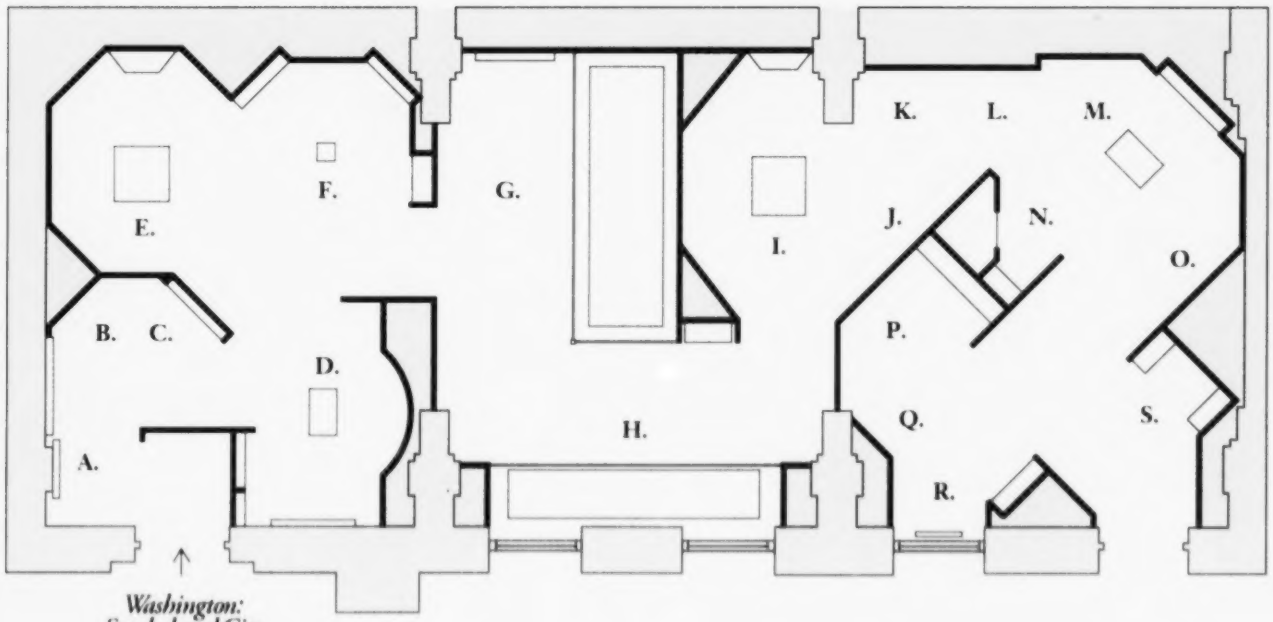
Every president except George Washington has lived in the White House. (Washington, DC Convention and Visitors Association)

I. What does Abraham Lincoln mean? 1867-1963
Shows many of the plans for a memorial to Lincoln, describes the controversy over racial discrimination at the Memorial, and follows the evolution of its symbolism.

J. What's it like to live in a symbol?
Explains that while the monumental city was the result of publicly funded, comprehensive planning, much of the residential and commercial city was privately developed. Shows an impoverished alley house neighborhood from the 1940s with a monumental building in the background.



This view presents the Senate Park Commission's 1902 proposal to revise the plan of Washington. (Commission on Fine Arts)



K. How do we make a thriving city? 1791
Describes the original vision George Washington and Pierre L'Enfant had of the nation's capital as both an appropriate setting for the federal government and a vibrant commercial and residential city. Explains the failure of the commercial city due to the lack of state funds and the competition from Baltimore.

L. Why did Washington finally grow? 1840
Considers how Washington began to grow as a city once the federal government began to grow, particularly after the Civil War. Describes the new arrivals to the city — large numbers of recently freed African-American slaves, wealthy industrialists, and white-collar federal government workers.

M. Where will all the people live? 1860
Considers the development of neighborhoods that were segregated by race and class and the types of houses in which people lived.

N. Why rowhouses? 1870
Explores the popularity of rowhouses in Washington, D.C. Includes a model of a typical rowhouse, a variety of decorative elements from nineteenth-century rowhouses, an activity in which visitors can design their own rowhouse, and a recording of a nineteenth-century builder talking about what it was like to build rowhouses in the city.

O. Where can I live in this city? 1860
Features African Americans living in Washington and the discrimination they faced in housing. Addresses how city residents were disenfranchised in local elections from 1878 until 1974.

P. No place to hang your hat in Washington? 1942
Features women who came to work in Washington during World War II. Describes the rapid increase in population and resulting housing shortage.

Q. Finding a new balance
Deals with the successful fight for self-government in Washington and the conflicts that have arisen over real estate development projects that would support the city but potentially jeopardize parts of historic Washington.

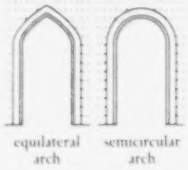
R. Balancing Symbol and City: Pennsylvania Avenue today
An interactive display allows visitors to summarize the themes of the exhibition by deciding how they would balance the symbolic versus the urban use of Pennsylvania Avenue.

S. Washington: Symbol and City
Tourists and residents express what the symbolic and residential city mean to them in a short video which concludes the exhibit.

Glossary

Arcade: a range of arches carried on piers or columns

Arch: a curved structure over an open space, such as a doorway, sometimes used as a support for the wall above the opening



Architect: a person who designs buildings and other structures and advises on their construction

Architecture: the science or profession of designing buildings and other structures

Architrave: 1) the molded frame surrounding a door or window; 2) see *column*

Balustrade: a series of short posts or pillars (called balusters) that support a rail, e.g., a handrail on a staircase

Base: the lowest part of anything built, such as a column, building, or tower (see *column*)

Bay: a main division or compartment of the exterior or interior of a building, often bounded by columns or structural elements other than walls

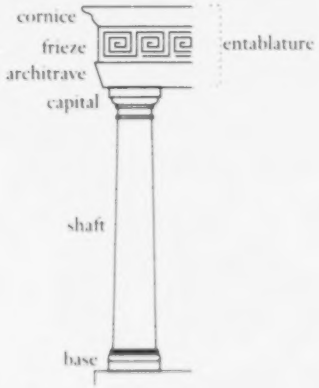
Capital: 1) the seat of government, as in a state or nation; 2) see *column*

Capitol: a building in which a legislative body meets

Classical architecture: a design style based on the principles of Greek or Roman architecture, which features the use of columns, domes, and arches. The use of classical architecture is often an attempt to return to those specific artistic principles.

Colonnade: a row of columns carrying an entablature (see *column*) or roof structure

Column: an upright pier that supports a building or other structure; in classical architecture, a column is composed of a base, shaft, capital, and entablature



Cornice: 1) a molded piece at the top of a building or wall; 2) see *column*

Developer: a businessperson who invests in land and plans for the financing and construction of buildings

Dome: a large, rounded roof or ceiling

Elevation: a drawing made on a vertical plane to show any face of a building

Entablature: the upper part of a column (see *column*)

Facade: the front of a building

Frieze: 1) a horizontal band along a wall or around a room that is decorated with designs or carvings; 2) see *column*

Historic preservation: the protection, rehabilitation, and restoration of districts, sites, buildings, structures, and artifacts significant in American culture

Mall: 1) a public area designed as a place for people to stroll; 2) a building containing many shops with an open-air or enclosed area for people to walk

Modillion: a scroll-shaped bracket used in a series under a cornice

National Register of Historic Places: an official list of cultural resources worthy of preservation; part of a federal program to protect the nation's historic, architectural, and archaeological assets

Ornament: a decoration that adds beauty to a structure and may relate to the structure's purpose

Pediment: a form, often triangular or rounded, used over a doorway or window for decoration

Pilaster: a column that projects slightly from a wall and does not support any weight

Plan: a drawing or diagram drawn on a plane usually from an overhead view

Planning commission: a board of a city, county, or similar local government that designs a master plan for the uses of the area's built environment

Restrictive covenant: a binding agreement that prohibits some action. In real estate, it excludes some option for the use of property. Restrictive covenants were sometimes included in house sales to prevent a buyer from selling or leasing a house to members of a minority group.

Section: in a diagram or drawing, the profile of something as it would appear if cut through by an intersecting plane

Shaft: the long, cylindrical, central part of a column (see *column*)

For Further Study

Books

Allen, William C. *The United States Capitol: A Brief Architectural History.* Washington: Government Printing Office, 1990.

Applewhite, E.J. *Washington Itself: An Informal Guide to the Capital of the United States.* New York: Alfred A. Knopf, 1981.

Junior League of Washington. *The City of Washington: An Illustrated History.* New York: Alfred A. Knopf, 1977.

Kostof, Spiro. *America by Design.* New York: Oxford University Press, 1987.

Melder, Keith (ed.). *City of Magnificent Intentions: A History of the District of Columbia.* Washington, D.C.: Intac, Inc., 1983.

National Capital Planning Commission and Frederick Gutheim. *Worthy of the Nation: The History of Planning for the National Capital.* Washington, D.C.: Smithsonian Institution Press, 1977.

Reed, Robert. *Old Washington, D.C. in Early Photographs 1846-1932.* New York: Dover Publications, Inc., 1980.

Scott, Pamela, and Antoinette J. Lee. *Buildings of the District of Columbia.* New York: Oxford University Press, 1993.

Smith, Kathryn Schneider (ed.). *Washington at Home: An Illustrated History of Neighborhoods in the Nation's Capital.* Northridge, Calif.: Windsor Publications, Inc., 1988.

Videos

"America by Design." (1987). Five 60-min. videos. Available from PBS VIDEO. Call 1-800-424-7963.

"Of Monuments and Myths" (1988) and "Landmarks and Legends" (1989). 30 min. each. Available from PBS VIDEO. Call 1-800-424-7963.

"U.S. Cities (Growth and Development)." (1984). 19 min. Available from Encyclopaedia Britannica Educational Corporation. Call 1-800-554-9862.

"Washington, D.C." (1983). 20 min. Available from the National Geographic Society, Educational Services. Call 1-800-368-2728.

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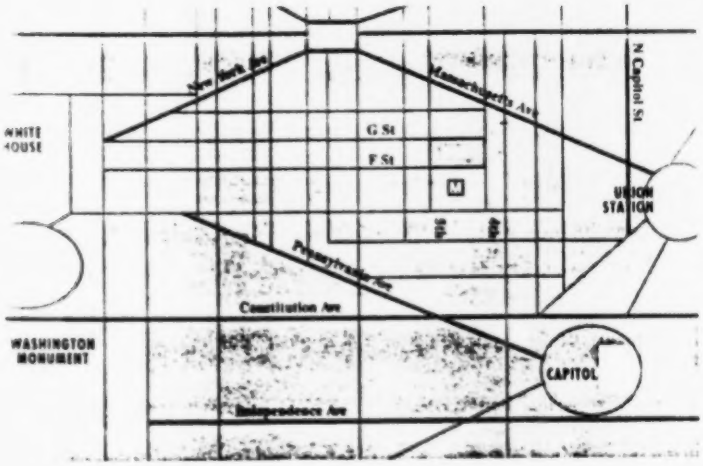

NATIONAL BUILDING MUSEUM

401 F Street NW

Metro Red Line, Judiciary Square Station

Washington, DC 20001

(202) 272-2448

MUSEUM HOURS

Monday–Saturday 10:00 am-4:00 pm

Sunday 12:00-4:00 pm

Closed Thanksgiving, Christmas, and New Year's

Reservations are required for:

- Group visits to the museum's permanent exhibition *Washington: Symbol and City*
- Group tours of the museum's home, the historic Pension Building
- School programs

Call the museum for more information or to make reservations.